AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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Language Education Study Program



LIDYA FINENTIA S NPM 176310107

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THESIS APPROVAL

TITLE

AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

Name

: Lidya Finentia S

Student Number

: 176310107

Place/Birth

: Pekanbaru, April 26th 1999

Faculty

: Teacher Training and Education

Study Program

: English Language Education

Advisor

Arimuliani Ahmad, S.Pd., M.Pd NIDN. 1023078901

Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd

NPK. 160702565 NIDN. 1021068802

Penata/Lektor/IIIc

The thesis has been accepted to be one of requirement for award of Bachelor Degree in English Study Program Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, Januari 31st 2022

The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed

NIDN./1005068201

THESIS

AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

Name

: Lidya Finentia S

Student Number

: 176310107

Faculty

: Teacher Training and Education

Study Program

: English Language Education

THE CANDIDATE HAS BEEN EXAMINED

Monday, January 31st 2022

THE EXAMINERS COMMITED

Advisor

Examiner

Arimuliani Ahmad, S.Pd., M.Pd

NIDN. 1023078901

Yulianto, S.Pd., M.Pd

NIDN. 1018076901

Sri Wahyuni, S.Pd., M.Pd

NIDN. 1022098901

The thesis has been accepted to be one of requirement for award of Bachelor Degree in English Study Program Faculty of Teacher Training and Education Universitas Islam Riau.

ekanbaru, Januari 31st 2022

he Vice Dean of Academic

Dr. Miranti Eka Patri, S.Pd., M.Ed

1005068201

LETTER OF NOTICE

The Advisor hereby notify that:

Name : Lidya Finentia S

Student Number : 176310107

Faculty : Teacher Training and Education

Subject : English Language Education

Study Program : English Study Program

Has been completely written a thesis which entitled:

"AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR"

It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, Januari 31st 2022

Advisor

Arimuliani Ahmad, S.Pd., M.Pd

NIDN. 1023078901

DECLARATION

The researcher signature is below:

Name : Lidya Finentia S

Students Number : 176310107

Place/Birth : Pekanbaru, April 26th, 1999

Study Program : English Language Education

Faculty : Teacher Training and Education

I truly confess that this paper writing is derived from my ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, January 31st 2022

The Researcher,

Lidya Finentia S

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Pekanbaru, January 31st 2022

The Researcher,

Lidya Finentia S NPM. 176310107

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ABSTRACT

Lidya Finentia S, (2022): An Analysis of Fifth Semester Students' Perception Towards Online Learning in Covid-19 Pandemic of English Language Education of Fkip UIR"

Keywords: Analysis, Online Learning

During this pandemic, there are many serious impacts, especially the impact on students, instructor, and educational organizations. Education that was previously done offline has now been transferred to distance learning or online learning which has several obstacles and challenges. Thus, this research objective describes university students' perceptions concerning taking online classes that have been made mandatory in the wake of COVID19 at the Fifth Semester of English Language Education Study Program of FKIP UIR.

This research used descriptive quantitative method. The population of this research was the fifth semester students of English Language Education study program of FKIP UIR, the researcher choose class 5A as a sample consisting of 36 students which were taken by purposive sampling. The instrument used by the writer in collecting data is a questionnaire using Google form and the total number of questions consisted of 16 statements using the Likert Scale with using close-ended questions.

To sum up the research, it was found that the student perception towards online learning is positive. Students' perception towards online learning devided into 4 indicators which are Instructors Characteristic, Social Presence, Instructional Design and Trust. Students' responses to the lecturers is very positive, the teachers are very easy to reach and responsive about the feedback also willing to provide relevant learning resources. However the students are very active especially during their group discussions with the enthusiasm to exchange information and knowledge also they more understand how to optimize and use technology properly and appropriately. A Fully online learning class provides a new experience for students but this does not prevent them from being more active in understanding the material taught independently at home and students feel that the grades they get are higher and gain more knowledge.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

COVID-19 Pandemic has a massive impact on global human life. The World Health Organization (WHO) declared COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on 11th March 2020 (Cucinotta & Vanelli, 2020). Based on a report made by Suminar (2020) cited in (Huang, 2020) the Covid-19 pandemic could make the global economy shrink to one percent in 2020 and could contract further if the restriction of economic activity was extended without adequate fiscal response.

Minister of Education and Culture (Mendikbud) Nadiem Makarim issued Circular Number 4 of 2020 for the prevention of the coronavirus (Covid-19) in education units. The coronavirus (Covid-19) pandemic in Indonesia has forced face-to-face teaching and learning activities in universities to stop. Not wanting the Covid-19 transmission to become rampant, the government through the Ministry of Education and Culture decided to move learning spaces to cyberspace. The program is called Distance Learning. Students use gadgets and internet networks to get learning materials from teachers at university.

The best option by looking at the situations and conditions that the world is experiencing today is online learning. European Commission (2001)

explains that e-learning is the use of multimedia and internet technology to improve the quality of learning by facilitating easy access to facilities and services over long distances and is carried out collaboratively. Furthermore, (Rahmaniyah, Arief & Afandy, 2013) cited in (Misran & Yunus, 2020) stated that E-learning makes learning more open and flexible. Learning can occur anytime, anywhere, and with anyone.

However, on distance learning that is being carried out this time, in general, there is an emergency curriculum taken from the 2013 curriculum, it is just that there are several basic competencies that have been cut. The Ministry of Education and Culture has also prepared an assessment package for teachers so that teachers can assess the progress of each of their students in learning. But with the circumstances that are being experienced, all online-based learning is something new for some people and needs adaptation. Students also have different perceptions of the online learning system. Therefore, this study tries to investigate how students' perceptions about E-Learning are applied in their education. In other words, researchers want to know that in the midst of the Covid-19 pandemic students are still learning well or not through the E-Learning system.

In the online learning system, there are two ways in the learning and teaching process, namely synchronous and asynchronous. Synchronous communication is communication for the learning process carried out using communication technology, be it computers or gadgets, where both users have an internet connection at the same time, and both users can exchange information

directly without having to wait for a reply. Synchronous learning requires direct instruction during the learning process by the instructor (Ramadhan et al., 2018). Examples of applications that apply synchronous communication are zoom and skype. In contrast to synchronous learning, asynchronous learning is carried out without involving direct communication. Communication is delayed because both users are not online at the same time. Examples of asynchronous communication are sending an e-mail or using online websites for learning.

Synchronous and asynchronous learning, such as in the use of online discussion, instant messaging, and others play an important role in online learning by replicating the classroom experience of information exchange and social construction, not only between students and teachers but also among students (Shahabadi & Uplane, 2015). Synchronous and asynchronous learning can encourage students in terms of independent learning. Greater roles and responsibilities of learners for their online course participation real learning, synchronous learning is more dominant or often applied, where lecturers and students can face to face virtually so that they can directly interact in the learning process either through discussion, question and answer and others. Synchronous learning is usually done via GoogleMeet, Zoom, and Video call by WhatsApp. While asynchronous learning is also carried out on campus but only a few lecturers use this method and learning continues effectively. The lecturer provides material in the form of powerpoint, pdf or,

video in Google Classroom, WhatsApp or email, then students learn it by themselves, and in the next meeting they discuss the material together.

The fact in the field, the obligation to study at home is a serious obstacle, firstly, the condition of lecturers in Indonesia who do not fully understand technology or lack of digital literacy. Information and technology constraints limit their use of online media. Besides that, the problem is the lecturers' unpreparedness for online learning. The transition from a conventional learning system to an online system occurred suddenly because the Covid-19 pandemic did not start with careful preparation. Like it or not, ready or not, ICT-based learning must be implemented so that the learning process can continue. Second, the internet network is still uneven in all corners of the country. Especially for students or lecturers who live in remote areas, it is very difficult for them to get stable signal. Even though there is an internet network, the condition is still unable to cover online media. Third, students who come from low socioeconomic families cannot afford to buy related devices such as computers/laptops or tablets to support their online learning. Instead, they use smartphones to access lessons and learning materials, complete assignments and, take exams (Sin, 2020). Such condition makes them difficult in facing the reality. On the other hand, there is a demand for the fulfillment of educational services for students, as mandated in the constitution. On the other hand, they are faced with a lack of supporting facilities. Apart from teachers and students, parents also experience problems with this online learning. The condition of the students' parents also affects the implementation of online learning. They

generally work outside the home, such as working in government sectors, private sectors, and self-employed fields, so that they can hardly monitor, guide, and assist their children in learning to solve the difficulties they face. In addition, some parents complain that online learning adds to their expenses, namely internet costs. In this online learning, many lecturers use ebooks as learning material and are provided per chapter, or by using powerpoints and videos so that the understanding of the material presented is less clear, considering the level of understanding and capturing a lesson for each student is different. With this distance learning, students are also less enthusiastic even when they have been fully and sophisticatedly interpreted such as laptops, iPhones, and Androids as well as fast internet connections.

Besides the phenomenon as stated before, the researcher conducted preliminary research. This study involved students at the English language education study program of FKIP UIR who carried out online learning.

First, students feel that studying from home with this online system is less effective because there are many obstacles during learning such as problems with the network or signal, when learning via zoom or google meet they often experience an unstable internet network so that they go in and out of the room, there are even students who cannot join in the learning process. And if brownout, especially in rural areas, the network will also be lost. In addition, students are also constrained by the lack of internet data packages.

Second, the obstacle faced is the lack of knowledge of some lecturers to further optimize the operation of using learning media such as zoom and

google meet, many features are provided in the application, but not all lecturers understand how to use it, even though with maximum use of features students do not get bored quickly. With the learning that is served, because of that many students turn off the camera during the lesson so that the lecturers don't know whether they are paying attention or are doing other activities. The limited interaction with lecturers and students online is also an obstacle in maximizing online learning. On the other hand, there are also many lecturers who are fun and explain the material in detail and carry out innovative learning and provide teaching materials in the form of e-books, power points, videos, or games so that students can be more active and motivated to learn and can gain good knowledge. Students are very involved in learning, both in discussions and questions and answers and the tasks given are well done.

Third, there are no obstacles experienced by students related to parents, even parents are very supportive of this online learning system and study from home because it is safer from virus transmission, and parents can monitor their children studying at home. Parents are very understanding of their children while studying and do not disturb them.

The researcher is interested in exploring student perceptions and motivation after experiencing the learning process through E-Learning. According to Walgito (2010:99), perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. By knowing

students' perceptions, the teacher can understand students better. Then, the researcher conducted a study entitled "An Analysis of Fifth Semester Students' Perception towards Online Learning in COVID-19 Pandemic of English Language Education of FKIP UIR".

1.2 Identification of the Problem

There were some problems faced by the students and also the researcher's experience of online learning in the fourth semester.

First, students experience obstacles during online learning such as unstable signals because students live in different places, so some of them cannot participate in class.

Second, online learning makes them lazy and unmotivated to take classes and participate less in discussions and questions and answers, they often turn off the camera and do other things while the lecturer is teaching. Feeling bored because of the lack of social interaction between lecturers and students and students with students.

1.3 Focus of the Problem

From the identification of the problem above, the researcher focus on the students' perceptions of online learning. And the researcher focuses on the students' perception because learning that is taking place now is distance learning. The researcher chooses the fifth semester at FKIP UIR to investigate students' perceptions of online learning due to Covid-19.

1.4 Research Questions

In this research, the question is what is the students' perception of online learning classes in the fifth semester of English language education study program of FKIP UIR.

1.5 Objective of the Research

The objective of this research is to find out the perception and opinions of university students about online learning from the impact of Covid-19 in the fifth semester of English language education study program of FKIP UIR.

1.6 Signification of the Research

1. Theoretical Significance

Theoretically, This research can provide scientific information about students' perspectives in online learning during the pandemic and this research can provide scientific information on whether online learning takes place effectively.

2. Practical Significance

- This research can be used as a source of information for the public to find out what students think about online learning.
- 2) This research can be used as a source of information for education personnel about the factors that affect the quality of online learning.

1.7 Definition of Key Terms

The terms below, wherever seen, have the following definitions:

1. Perception

Perception is an assessment or response of a person to an object based on experience and knowledge that used to state that if someone wants to know the wishes and expectations of the community about an educational institution, it can

be done by knowing the public's perception of an educational institution because knowing one's perception can be a supporting factor in efforts to improve quality.

2. Online Learning

Online learning (e-learning) is a teaching and learning activity that is carried out without face to face and is not carried out in the classroom using the internet and technology.

3. Covid-19 Pandemic

Coronavirus disease (covid 19) is a very dangerous virus and cause a global pandemic, this virus is very quickly transmitted through droplets that causes the main symptoms in the form of respiratory problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter discusses the relevant literature and theories that support this research.

2.1.1 Definition of Perception

Etymologically, perception comes from the Latin "percipere", which means to accept or take. Perception is the experience of objects, events, or relationships that are obtained by inferring information and interpreting messages. Perception is a process of sensory clues and relevant past experiences organized to give us a structured and meaningful picture of a particular situation. Here are some expert opinions about perception. According to Cimino&Delta (2010), perception is an internal process that has been recognized by the individual when selected and regulated stimuli that come from outside. This stimulus is captured by one's senses, then spontaneously individual feelings and thoughts will give meaning to the existing stimuli. Martono (2010) suggests that perception is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon. Meanwhile, Suharman (2005: 23) stated that perception is a process of interpreting information obtained through a system of human senses. According to him, there are three aspects in perception that are considered relevant to human cognition, namely sensory recording, pattern recognition, and attention.

According to Walgito Martonoo (2010), the formation of perception through a flow of processes, namely as follows: starting from the object that causes the stimulation and the stimulation is about the sensory organs or receptors. This process is called the natural (physical) process. Then the stimulation received by the sensory organs is continued by sensory nerves to the brain. This process is called a physiological process. Then there is a process in the brain so that the individual can realize what he receives with the receptors, as a stimulus that he receives. The process that occurs in the brain/center of consciousness is called a psychological process. At the last stage of the perceptual process, the individual is aware of what is received through the sense organs (receptors). The term perception is usually used to express the experience of something or an event that is experienced. This perception is defined as a process that combines and organizes our sensory data (sight) to be developed in such a way that we can become aware of our surroundings, including being aware of ourselves. Perception is called the essence of communication because if our perceptions are inaccurate, we are unlikely to communicate effectively. Perceptions determine we choose one message and ignore other messages. So it can be concluded that perception is our assumption after receiving stimuli from what our five senses feel, these stimuli then develop into thoughts that make us have a view regarding a case or event that is happening.

2.1.2 Factors Affecting Perception

By looking at the definitions above, it can be concluded that perception is a process of understanding a person's environmental situation. Perception as a complex process depends on the environment. There are the factors that influence and contribute to determine the perception. Rakhmat (2005) call it functional factors and structural factors. The explanation is as follows:

- Functional Factors: Functional factors come from needs, past experiences, and other things that are included in personal factors. Perception is not determined by the type or form of stimuli, by the characteristics of the person responding to these stimuli.
- Structural Factors: Structural factors arise from the nature of the physical stimuli and the neural effects they cause on the nervous system individual.

2.1.3 The Indicators of Perception of Online Learning

The indicators of perception according to Nassoura (2020) are as follows:

1. Instructor Characteristic

The challenge for lecturers as student learning companions is to be able to apply student-centered learning so that it is necessary to increase the knowledge, understanding, and skills of lecturers as facilitators in student-centered learning. The role of the lecturer has shifted from being a lecturer to being a facilitator who is the one who provides facilitation. In this case, it is facilitating the student learning process. Lecturers become learning partners who serve as guides on the side for students (Johanes, 2018). During this pandemic, the learning process with e-learning facilitates interaction between students and subject matter. Likewise, the interaction between students and lecturers as well as with fellow students. Lecturers can place study materials and assignments that must be done by students in certain places on the web for students to access.

The characteristics of lecturers in e-learning according to McCracken as cited in (Ratnasari, 2012) are (1) responding to any information submitted by students (2) preparing and presenting minutes and various other references (3) providing guidance and encouragement to students to mutually interact (4) provide individual and continuous feedback to all students (5) upload or encourage students to stay active in learning and participating in discussions.

2. Social Presence

Social presence according to Kreijns et al., (2002) is a person's imagination about the presence of other people who are seen. Interpersonal relationships created in an online learning environment are closely related to one's perception of social presence. Students are able to communicate effectively with friends and instructors, they will feel a social presence in community learning.

The presence of students is an important factor in the success of learning. According to Jones et al., (2006), poor attendance is associated with low academic achievement. A teacher not only assesses student achievement only based on the scores he gets through tests or exams but also makes an assessment, one of which comes from the level of student attendance. Students who diligently attend classes give their positive value in the assessment. In addition to attendance, teaching and learning interactions are an important part of evaluating learning. With this evaluation, learning outcomes can be known. Therefore, the presence of

learning will be a measure of the ability to acquire learning. If the presence of students in learning is minimal, it can be ascertained that the knowledge they gain in learning is also minimal. The impact will affect the learning outcomes (Yudiawan, 2019). Overall, the focus of online presence on students is how much students participate in being part of the course.

Dabbagh (in Hasanah et al., 2020) states that the characteristics of students in online learning activities are (1) The spirit of learning during the learning process is strong or high for independent learning. (2) The level of students' understanding of the use of technology. (3) communication skills and interpersonal skills are needed to establish relationships and interactions between other students. (4) collaboration, where students must be able to interact with other students or with lecturers in a forum that has been provided. (5) Skills for independent study.

3. Instructional Design

Effective planning will create effective teaching. To plan instructional activities instructional design provides a systematic process (Rohlen, 2020). The focus of instructional design focuses on improving the instructional process by "prescribing optimal instruction methods to bring about desired changes in students' knowledge and skills" (Cookson, 2015).

Establishing instructor presence in online courses can be achieved by how the course is designed, organized, facilitated, and taught through a

variety of methods that promote positive interaction between the instructor and students. When optimized, technological tools can help instructors to establish a knowledgeable and approachable presence, a vital element of strong online courses (Jaggars et al., 2013, p. 3). While many online instructors understand the challenges of connecting virtually with their students, Jaggars et al. argue that it is even more important to actively and visibly engage with students in the teaching and learning process perhaps with even greater intentionality than in face-to-face courses.

4. Trust

Learning that should be done face-to-face has turned into online learning. Distance learning or online learning aims to meet educational standards by utilizing information technology using computer devices or gadgets that are interconnected between students and teachers as well as between students and lecturers so that through the use of technology the teaching and learning process can still be carried out properly (Pakpahan & Fitriani, 2020). Online learning is a new challenge for teachers which makes them have to master online learning media to carry out learning activities and are expected to be able to be creative in the learning process so that learning objectives can be achieved optimally (Mantra et al., 2020).

Circular number 4 of 2020 concerning the implementation of education policies during the spread of emergency (Covid-19), the second point is that the learning process from home is carried out with the following conditions:

- 1. Learning from home through online learning to provide a learning experience for students.
- 2. Learning from home can be focused on life skills education regarding the pandemic
- 3. Learning activities and assignments to learn from home according to their respective interests and conditions.

2.1.4 Definition of Online Learning

Online Learning as media has many designations in academic literature, including cyber media, digital media, virtual media, e-media, network media, and new media (Nasrullah, 2014). According to Luaran et al. (2014) with the event of Information and Technology, some of us do innovation to form IT that may be accustomed facilitate others in doing daily activities, starting from causation messages, assignments and communicate online, explore for and obtain several things by on-line, order tickets and modes of transportation on-line and plenty of others.

According to Garisson and Anderson (2003), as cited in (Rais et al., 2004), e-learning is a network or online learning that takes place in a formal context and uses a range of multimedia technologies. It is a learning system that is supported by electronic hardware and software either online (synchronous) or offline (asynchronous). Chan et al. (2007) highlighted that e-learning includes computer-enhanced learning or training which is usually delivered via a personal computer. Learning is delivered by other communication technologies whose methods of delivery include online lectures, tutorials, and learning support systems. Effective e-learning is often a blend of methods.

Peled (2000) in Hsbollah & Idris (2009) suggest that E-learning may improve access to education and training, the quality of teaching and learning, and mark the need for higher institutions to maintain a competitive advantage in this changing marketplace for students. This has led to full exploitation of IT in improving the teaching and learning process, while at the same time, delivering educational programs to more students at a lower cost. This means e-learning may enhance the quality of teaching and learning.

Pace et al. (2020) said that the current circumstances are unique; unlike normal digital learning situations, as some might argue, it is more accurately crisis learning. There is a stronger need for academic organizations to improve their curriculum and the usage of new instructional methods and strategies should be of utmost significance (Toquero, 2020). Educational institutions are also the focal points of social activities and interactions. If educational activities are suspended, many children and young people will miss social interaction-based activities that are necessary for growth and learning. Students should continue to learn, particularly underprivileged children and young adults, both of whom are impacted by school suspension, so this is a huge issue to be tackled. While short-term closure of academic institutions as a consequence of emergencies is not recent, the global scope and pace of present-day educational instability are sadly unparalleled and, if sustained, may inflict psychological distress and misery at various levels (McCarthy, 2020).

2.1.5 Online Learning Platform

Rosenberg (2011) stated that e-learning is a learning forum that refers to the use of internet technology to deliver a series of solutions that can increase

knowledge and skills. In addition, Koran (2001) also provides his opinion on the definition of e-learning. According to Kumar, e-learning is any teaching and learning that uses electronic circuits such as LAN, WAN or, the Internet, which convey the contents of learning, interaction or, guidance. There are 3 types of online learning platforms including:

1. Learning Management Systems (LMS)

According to Ryann K. Ellis (2010) E-learning systems and applications are often referred to as Learning Management Systems (LMS), which are software systems that virtualize conventional teaching and learning processes for administration, documentation, reports on training programs, classrooms and online events, e-learning programs, and training content, for example, all features related to the management of the teaching and learning process such as classroom management, material or content creation, discussion forums, scoring systems (report cards), and an online examination system which is all accessible to the internet.

2. Virtual Learning Environment

According to Pannen (1999), virtual learning refers to the learning process that occurs in virtual classrooms located in cyberspace via the Internet network. The application of virtual learning is intended to overcome the problem of the separation of space and time between students and teachers through computer media. Students can get study materials that have been designed in learning packages available on the Internet site. By applying virtual learning, students can study learning materials on their own or if needed, students ask for help in the

form of computer-facilitated interactions, such as computer-based learning (CAL) or interactive web pages, learning assisted by a teacher or tutor synchronously (in the same point of time) and asynchronous (in different points of time), or assisted learning other learning resources such as with other students or experts, e-mail, and so on. Assessments are also conducted remotely via computer and open. Anderson (2006) suggests that by providing opportunities for students to interact with various learning resources available through the Internet, students' skills in lifelong learning will increase, and through online discussion, students will master responsible and professional communication skills.

3. Learning Content Management System (LCMS)

Surendro (2005: 47) states that LCMS is expected to deliver personalized learning material in the form of learning objects. The main function of LCMS is to compile and organize learning materials or e-learning content by combining e-learning materials in LCMS.

The sequence of types of Online learning types that students use during Covid 19 namely: 1. WhatsApp, 2. Zoom, 3. Google Classroom, 4. Telegram and others. Students enjoy learning through online learning. And the application that is widely used by lecturers is WhatsApp.

2.2 Relevance Studies

A lot of studies related to students' perception of online learning had been done by various researchers. According to Rifiyanti (2020) which conducted a study about learners' perceptions of online English learning during COVID-19. The objective of this research was to investigate the perception of students of online English learning during the quarantine period. The subject of the research

ware the learners of Management and Informatics programs of Institut Bisnis & Informatika Kosgoro 1957 (IBI K57). The number of respondents was 108 respondents. Questionnaires were used as the way to collect the data. The validity of the questionnaire was tested by using expert opinions. The finding generally shows that English learning can run effectively during the pandemic. Based on the perspective of students in this research they assumed positively that most lecturers know how to teach English online learning by using online platforms

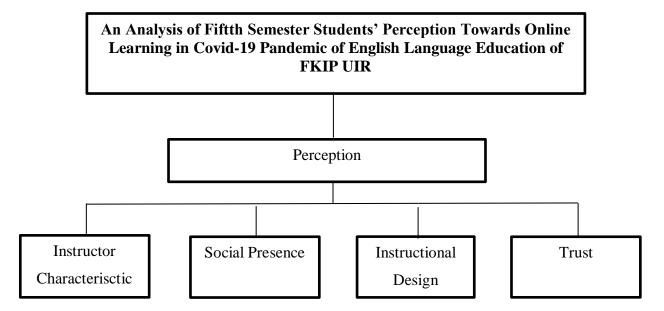
Another study is from Rakhmanina et al. (2020) which conducted research that stated the expectations of learners about the level of complex language skills they have to learn online in English. For the students, listening skill is the most challenging thing in learning English online classes. Internet is very much needed for students; engaging in online classes, looking for information, doing assignments, and so on. In supporting this situation, affordable and open internet access is very important for students. Teachers and schools must endeavor to respond to student needs, such as lack of financial support and accessibility of internet connectivity.

A study done by Sudewi (2021) stated that learning English subjects through online learning was positive, especially in listening class because the students study at home which is good for their concentration. Students are very proficient in operating E-learning tools. Students are considered positive about e-learning and the content available on E-learning because it allows for self-study. The majority of students found e-learning very useful in providing support when

accessing resources. The conclusion is that technology and e-learning are good drivers of access to information.

Previous studies have similarities with this study where they all use E-Learning in education. However, this study is slightly different from the above study where this study analyzes perceptions towards E-Learning of university students through their participation, accessibility, material, and assignment delivery, especially this research will be conducted at the Universitas Islam Riau to find out how online learning process takes place and the results of this research can be an evaluation material for the lecturers and students themselves.

2.3 Conceptual Framework



From the indicators of perception above which is were adopted from (Nassoura, 2020), the researchers explain there are 4 indicators of perception that are related to the theory, the first is instructor cahacteristic. The results of instructor characteristic is about teachers' involvement and interactive response.

Furthermore is social presence, shows the general condition of the students' accessibility to join online learning, this component refers to the use of technology, sharing knowledge, online discussion, and interactive application.

The third, instructional design consists of comprehensive material, students' participation in discussion groups, and understanding material.

The last is trust, which shows the experience of online learning, grades, and knowledge coverage.

2.4 The Assumption

The assumption for this research is to know students' perception of online learning due to the COVID-19 pandemic in the fifth semester of English Language Education study program of FKIP UIR. For being the assumption of this research, the researcher assume that online learning that is carried out brings positive results, learning takes place effectively and more efficiently and does not interfere with students' outcomes.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is descriptive quantitative. Quantitative research methods are based on the philosophy of positivism used to research on a particular population or sample, sampling is generally done randomly, data collection uses research instruments, data analysis is quantitative/statistical to test the hypotheses that have been applied (Sugiyono, 2012). In this research, the researcher wanted to know students' perception of online learning in the fifth semester of English Language Education study program of FKIP UIR.

3.2 Location and Time of the Research

This research was conducted in Universitas Islam Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. The researcher is interested to find out the students' perception of online learning due to the COVID-19 pandemic in the fifth semester in the academic year 2020/2021. Approximately in one month.

3.3 Participant of the Research

1. Population

The population in this research is the fifth semester of English Language Education Study Program of FKIP UIR in the academic year 2020/2021. According to Hanlon & Larget (2011) population is all of the individuals or units of interest; typically, there is no available data for almost all individuals in a popula-

tion. In this research, the population is the fifth semester students of the English Study Program of FKIP UIR.

2. The Sample

According to Hanlon & Larget (2011) sample is a subject of individuals in the population: there is data available for individuals in the sample. In this case, the researcher has chosen one of the fifth semester students' classes as a sample through purposive techniques sampling. And the researcher has chosen class A as a sample. The total number of students was 36 students.

3.4 Instrument of the Research

1. Questionnaire

According to Yusuf (2014:49), a questionnaire is a survey given to respondents who have been determined by sending a questionnaire and after being filled in the questionnaire is returned to the researcher.

The research questionnaire consisted of sixteen closed questions that focused on students' perceptions of E-Learning during the Covid-19 pandemic. But to make it easier for students to fill in, the questionnaire was prepared using Indonesian so that it would later need to be translated again by the researcher. The researcher made an electronic questionnaire in the form of a Google Form, then distributed it to groups of Whatsapp fifth semester students at UIR. Because this type of questionnaire is a closed questionnaire, students only choose the answers available without having to think about their answers. The researcher told the informant that the questionnaire would remain confidential and would not affect the value of the online class. To fill out the questionnaire, the researcher also conducted interviews to gain more understanding.

According to Sugiyono (2007:134) explains that the Likert scale is used to measure attitudes, opinions, and perceptions of a person or a group of social phenomena. The items are designed in five points as a scale. Such as 5 are given for strongly agree (SA), 4 for agree (A), 3 for Uncertainty (U), 2 for disagree (D), and 1 for strongly disagree (SD).

Table 3.4.1

The Likert-Scale in the Questionnaire

Strongly	Agree	Uncertainty	Disagree	Strongly
Agree				Disagree
5	4	3	2	1

Table 3.4.2

The Aspects of Students' Perceptions to Online Learning

Questionnaire

NO	INDICATORS	STATEMENTS
1	INSTRUCTOR CHARACTERISTIC	1,2,3,4&5
2	SOCIAL PRESENCE	6,7,8,9&10
3	INSTRUCTIONAL DESIGN	11,12&13
4	TRUST	14,15&16
	TOTAL	16

3.5 Data Collection Technique

(Sugiyono, 2014) states that the data collection technique is the most strategic step in research because the main purpose of research is to get data. Without looking at the data collection technique, the researcher will not get data that meets

the established data standards. The data collection techniques that the researcher implies takes the steps as the following:

- 1. The researcher by the approval of Class 5's chairman joined their calss' WhatsApp chat group.
- 2. The researcher informed members of the group about the purpose of this study.
- 3. The researcher shares a link google form to the students class 5A through WhatsApp.
- 4. The researcher asks the students to fill out questionnaire consisting of 16 questions in Google Form through the shared link.
- 5. After implementing the questinnaires, the researcher will analyze all the data.

3.6 Data Analysis Technique

The data was taken through a five-point Likert Scale questionnaire survey. The five points strongly agree, agree, uncertainty, disagree, and strongly disagree. Then, to support the data, the researcher asked 16 questions about that students' perception towards online learning at the fifth semester of english language education study program of FKIP UIR

The research adopted questionnaires from previous studies that investigated students' perception towards online learning at the fifth semester of english language education study program of FKIP UIR. The main questions and items in the questionnaire were adopted according to the needs of this study. Respondents answered and sent back the results of the questionnaire. Data from

the questionnaires are analyzed and calculated in percentages by using frequency and SPSS 26.0 In this research, the technique analysis data are:

1. Collecting data

The researcher create questionnaire and distribute to all of the participants of the research. In this reaserch, there are 36 students who answered the questionnaires.

2. Categorized the data based on indicators

Afterwards, the researcher categorized the data based on the indicators to make it easier for writer to describing the data.

3. Describe the data

After categorizing the data, the writer to carry out analysis and describe the data according to the data obtained.

4. Make Conclusion

The last step of the analysis data is conclusion, the writer make conclusion based on the data that obtained and generated in this study.

According to Miller (1982) in Inkayani (2016) state that the students' score of perspective were categorized in two classifications as follow:

Table 3.6.1
Scoring Category of Perception

No.	Categories	Classifications
1	0%-50%	Negative
2	51%-100%	Positive

If the percentage of between 51%-100% said "Positive", and if the percentage of between 0%-50% said "Negative".

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher presents the result of the research entitled An Analysis of Fifth Semester Students' Perception towards Online Learning in Covid-19 Pandemic of English Language Education of FKIP UIR. This research used one instrument, namely questionnaires. A questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. There were 16 items for the questionnaire and there are five available options, and they are: Strongly Agree, Agree, Uncertainty, Disagree, and Strongly Disagree. The distribution of the questionnaire used Google form and then shared a link via WhatsApp group. In this research, the researcher has got 36 respondents from the questionnaire which was collected from A Class of the Fifth Semester of English Language Education Study Program of FKIP UIR.

In this study, the researcher analyzed the data based on four indicators according (Nassoura, 2020) namely instructor characteristics, social presence, instructional design, and trust.

4.2 Data Analysis

Statistical data analysis is used to show the amount of data used in this study as well as to show mean, medians, and standard deviations. The following numbers give a glimpse of the overall min respondents:

Table 4.1

Mean, Median, and Standard Deviation of the Data

Question No	Mean	Median
1.	4.56	5.00
2.	4.50	5.00
3.	4.50	5.00
4.	4.31	4.00
5.	4.36	4.00
6.	4.00	4.00
7.	3.81	4.00
8.	3.69	4.00
9.	3.92	4.00
10.	3.86	4.00
11.	3.86	4.00
12.	3.81	4.00
13.	4.56	5.00
14.	3.92	4.00
15.	3.58	4.00
16.	3.19	3.00

Based on the results of calculation of descriptive statistical data shows that there is a description of mean values, median, and standard deviation. In this study, the sample consisted of 36 people with the number of questions as many as 16 questions that have been distributed. Furthermore, 36 sample data students have the lowest mean score of 3.19 and the highest mean of 4.56. While the lowest median is 3.00 and the highest median is 5.00.

4.2.1 Instructor Characteristics

Instructor characteristics are characteristics that must be possessed by teachers so that the distance learning and teaching process continues to run effectively and be conducive. In terms of respondents' results on each question or indicator used consists of 5 questions (1-5) to see the instructor characteristics and be measured through indicators of as follows:

Table 4.2 Percentage of Instructor Characteristics

i ciccinage	or mistrac	toi Ciidid			
Question No.	SA	A	U	D	SD
1. Instructors should be friend-	61.1%	33.3%	5.6%	0%	0%
ly and approachable	(22)	(12)	(2)	(0)	(0)
2. Instructors should	52.8%	44.4%	2.8%	0%	0%
encourage student interactions	(19)	(16)	(1)	(0)	(0)
3. Instructors should provide	55.6%	38.9%	5.6%	0%	0%
sufficient learning resources	(20)	(14)	(2)	(0)	(0)
online					
4. Instructors should solve	47.2%	38.9%	11.1%	2.8%	0%
emerging problems efficiently	(17)	(14)	(4)	(1)	(0)
5. Instructors should provide	47.2%	41.7%	11.1%	0%	0%
fast feedbacks to requires in	(17)	(15)	(4)	(0)	(0)
the discussion forum					

The percentage of the first questions is categorized as positive with 87,7% results, which is about the instructor who must be friendly and approachable. Students who choose strongly agree by 61.1%, who choose to agree by 33.3%, who choose uncertainty by 5.6% about the question. Meanwhile, there were no students who voted disagree and strongly disagree about the question. This means

that all student responses consider that the instructors or lecturers are friendly and approachable during online learning.

The percentage of the second questions is categorized as positive with a result of 88%. Based on the results of the second question 52.8% of students strongly agree with the question of the instructor should encourage students interactions, in addition, 44.4% of students agree. There are 2.8% of students who choose still in doubt. Meanwhile, there were no students who voted disagree and strongly disagree about the question. It means that instructors should pay more attention to the interactions of students, and support them so that students are not passive and can still communicate well during online learning.

Furthermore, the percentage of the third questions is categorized as positive with a result of 86,6%. This shows 55.6% of students choose strongly agree that the instructors should provide sufficient learning resources online. Most 38.9% of students agree, and 5.6% of students answer that they are still unsure. There were no students who voted disagree and strongly disagree. It can be concluded that the instructors should provide sufficient learning resources online so that it can make it easier for students to learn and get the right sources according to the material provided by the instructor.

The percentage of the fourth questions is categorized as positive with a result of 78,3%. Shows 47.2% of students choose strongly agree that instructor should solve emerging problems efficiently and for students who choose agree there is 38.9%. However, 11.1% of students answer that they are still unsure. On the other hand, 2.8% of students choose not to agree, and no students who voted

strongly disagree. The point is that the instructor must take a role in solving problems that occur during the teaching process efficiently.

The percentage of the fifth questions is categorized as positive with a result of 80,5%. Shows 47,2% of students choose strongly agree and 41.7% of students agree that students feel the instructors provide fast feedbacks in the discussion forum. However, there are 11.1% of students who choose to be hesitant and none of them choose to disagree and strongly disagree.

4.2.2 Social Presence

Social presence is primarily concerned with student-student interaction. Social presence is the ability of learners to exude their characteristics, thereby presenting themselves as 'real human'. The sensation of being 'together' with and interacting with someone elsewhere. Social presence reflects the ability to build and engage in purposeful relationships. In terms of respondents' results on each question or indicator used consists of 5 questions (6-10) to find out how students' social presence through indicators of as follows:

Table 4.3
Percentage of Social Presence

Question No	SA	A	U	D	SD
6. Online learning	19.4%	63.9%	13.9%	2.8%	0%
would help sources	(7)	(23)	(5)	(1)	(0)
more efficiently					
7. I think sharing	22.2%	36.1%	41.7%	0%	0%
knowledge through	(8)	(13)	(15)	(0)	(0)
online discussions is a					
good idea					
8. Online discussion	8.3%	52.8%	38.9%	0%	0%

enables students to	(3)	(19)	(14)	(0)	(0)
exchange ideas and					
comments					
9. I would benefit from	16.7%	58.3%	25%	0%	0%
using interactive	(6)	(21)	(9)	(0)	(0)
applications					
10. Browsing	30%	36.1%	22.2%	11.1%	0%
classmates' works	(11)	(13)	(8)	(4)	(0)
would help to improve					
the quality of my own					
work					

The percentage of the sixth questions is categorized as positive with a result of 70,5%. Showed 19.4% students fill out the questionnaire choose strongly agrees and 63.9% agree with the questions. Therefore, the percentage of the total uncertain 13.9% and 2.8% choose to disagree and no one choose strongly disagree. This showed that most students think that online learning helps them to use internet resources efficiently. From the statement above, with online learning, students are increasingly proficient in using technology.

The percentage of the seventh questions is categorized as positive with a result of 51,1%. Based on the result show that 22.2% of students choose strongly agree and 36.1% of students choose to agree means that students like to share knowledge with other students in online discussions. However, 41.7% of the students choose uncertainty to sharing knowledge with others. On the other hand, no one choose disagree and strongly disagree. It can be concluded that students more agree that share knowledge in a discussion forum is a good idea.

The percentage of the eight questions is categorized as positive with a result of 51%. This showed that only 8.3% of students choose strongly agree and 52.8% choose to agree that online discussion enables students to exchange ideas and comments. On the other hand, 38.9% of students choose uncertain because they feel that online discussion does not really help them to give ideas or comments. However, there is no one voted to disagree and strongly disagree. It showed that online discussion really helps the students exchange their ideas and comments.

The percentage of the ninth questions is categorized as positive with a result of 63,3%. The result showed that 16.7% of students choose strongly agree and 58.3% of students choose to agree with the questions above. Then 25% of the students choose neutral and no one choose to disagree and strongly disagree. From those results the students feel that interactive applications that are used when studying are very beneficial for students.

The percentage of the tenth questions is categorized as positive with a result of 59,4%. Showed that only 30.6% choose strongly agree and 36.1% of students agree that students look at their friends' work to improve the quality of their own work. Then, 22.2% of students were uncertain and only 11.1% choose disagree and no one choose strongly disagree. They are not sure about browsing their friends' works and feel that it is not the right thing to improve the quality of their own works.

4.2.3 Instructional Design

Create an instructional system to solve learning problems or improve student performance through a series of problem identification, development, and evaluation activities, with the ultimate goal of instructional design is to improve the quality of learning. In terms of respondents' results on each question or indicator used consists of 3 questions (11-13) as follows:

Table 4.4
Percentage of Instructional Design

Question No	SA	S	U	D	SD
11. I differentiate	19.4%	52.8%	22.2%	5.6%	0%
between difficult and	(7)	(19)	(8)	(2)	(0)
easier types of course					
content and study them					
differently					
12. I like to involve	22.2%	41.7%	30.6%	5.6%	0%
myself actively in	(8)	(15)	(11)	(2)	(0)
group discussion					
13. Understanding the	61.6%	33.3%	5.6%	0%	0%
subject matter of this	(22)	(12)	(2)	(0)	(0)
course is very					
important to me					

The percentage of the eleventh questions is categorized as positive with a result of 61,6%. In question results about I differentiate between difficult and easier types of course content and study them differently. It showed that 19.4% students strongly agree and 52.8% of students choose agree. Then 22.2% choose neutral and 5.6% choose disagree and none of them choose strongly disagree. It means that most of the students distinguish between difficult and easier types of subject matter and study them differently and at different times.

The percentage of the twelve questions is categorized as positive with a result of 5,5%. Showed that 22.2% of students strongly agree with the question about I like to involve myself actively in group discussion, and 41.7% of students choose to agree. There are 30.6% of students are still unsure and 5.6% of students who choose disagree. Meanwhile, there were no students who voted strongly disagree about the question. It shows that most of the students are willing to participate and are very active in discussion groups during online learning.

The percentage of the thirdteen questions is categorized as positive with a result of 87,7%. The result of questions shows that students choose 61.1% strongly agree that understanding the subject matter is very important. In addition, 33.3% of students agree with the question, and 5.6.3% of students answer that they are still unsure and on the other hand none of them choose disagree also strongly disagree. It can be concluded that students feel that understanding the learning material is important and they try to learn the material given by the lecturer very well.

4.2.4 Trust

This means to determine how to trust students are in online learning and its effectiveness, where they usually study face-to-face but because of the pandemic, they have to do distance learning. In terms of respondents' results on each question or indicator used consists of 3 questions (14-16) to find out the trust exists in indicators of as follow:

Table 4.5
Percentage of Trust

Question No	SA	S	U	D	SD
14. Online courses	22.2%	52.8%	19.4%	5.6%	0%
should provide a better	(8)	(19)	(7)	(2)	(0)
learning experience					
than traditional courses					
15. I believe that I can	11.1%	44.4%	36.1%	8.3%	0%
earn better grade in an	(4)	(16)	(13)	(3)	(0)
online course than in a					
traditional courses					
16. Students learn more	13.9%	16.7%	47.2%	19.4%	2.8%
in online courses than	(5)	(6)	(17)	(7)	(1)
they learn in traditional					
courses					

The percentage of the fourteen questions is categorized as positive with a result of 64,4%. In question-related to online couses should provide a better learning experience than traditional courses. This shows that 22.2% of students strongly agree and 52.8% of students choose to agree. Then 19.4% choose uncertainly and only 5.6% of students chooses to disagree and no one choose to strongly disagree. This means that most students agree that online couses should provide a better learning experience than traditional courses.

Next, the percentage of the fifteen questions is categorized as negative with a result of 46,6%. This shows that 11.1% of students strongly agree and 44.4% agree that the students believe they can earn better grade in an online course than in traditional courses. In addition, as many as 13 students, or 36.1%

answered uncertainly when they can get a better grades in online learning. Then, only 8.3% of students disagreed and none voted strongly disagree.

The percentage of the sixteen questions is categorized as negative with a result of 30%. Based on the questions, it shows 13.9% choose strongly agree and 16.7% of students choose to agree. Meanwhile, 47.2% of students are still unsure of the statement that they are not sure they can learn more in online courses than they learn in the face to face courses. Furthermore, 19.4% of students choose to disagree and 2.8% of students choose to strongly disagree.

4.3 Discussion

The results of the study found that students' perception of online learning can be measured from the students' scores are tabulated as follows:

Table 4.6 Discussion

Question	SA	A	U	D	SD	Total	Percentage	Category
No.	5	4	3	2	1			
1.	22	12	2	0	0	158	87,7%	Positive
2.	19	16	1	0	0	159	88%	Positive
3.	20	14	2	0	0	156	86,6%	Positive
4.	17	14	4	1	0	141	78,3%	Positive
5.	17	15	4	0	0	145	80,5%	Positive
6.	7	23	5	1	0	127	70,5%	Positive
7.	8	13	15	0	0	92	51,1%	Positive
8.	3	19	14	0	0	91	51%	Positive
9.	6	21	9	0	0	114	63,3%	Positive
10.	11	13	8	4	0	107	59,4%	Positive
11.	7	19	8	2	0	111	61,6%	Positive
12.	8	15	11	2	0	100	55,5%	Positive
13.	22	12	2	0	0	158	87,7%	Positive

14.	8	19	7	2	0	116	64,4%	Positive
15.	4	16	13	3	0	84	46,6%	Negative
16.	5	6	17	7	1	54	30%	Negative

The result of the researcher was found that university students' perception towards online learning was categorzied as positive. From the instructor characteristic category, they got positive results because students felt that the lecturers when online learning took place were very friendly and easy to contact, from the social presence category the students thought that online classes were a very efficient place and helped them in learning. In addition, for the instructional design category, it turned out that students wanted to get involved in online discussions. The last category of trust students feels that online classes give them experience but they do not agree that online class give them better grades than offline classes.

The questionnaire has 16 questions based on 4 indicators was answered by 36 students fifth semester class 5A. Their answer varied and gave many different responses to each question about instructor characteristics, social presence, instructional design and trust.

As a result of the analysis, the researchers concluded that each indicator value is different from the other indicator. Based on the researcher's results first indicators 1-5 about Instructor Characteristics that can be seen that students give more positive responses than all questions. The students stated that the lecturers are very friendly when teaching online and really encourage students to interact well with friends, the lecturers also provide online learning resources related to learning materials so that students easily understand the lesson. If online learning

occurs when there are several problems, the teacher quickly looks for efficient solutions and provides feedback during the teaching and learning process.

And the conclusion from the indicator 6-10 that researchers about Social Presence it can be seen that the students gave a positive response. With this online class, students are more fluent in using technology. In online learning, students also play an active role in good discussions, by sharing knowledge or exchanging ideas, so that discussions run smoothly and interactively so that communication between students is maintained. By using a very interactive application, it increases students' interest in learning with enthusiasm and learning is not monotonous so that it benefits both students and teachers.

In conclusion from the results of the indicator 11-13 about Instructional Design also give a positive response. The way students learn during online classes is that they distinguish between easy and difficult lessons so they study them separately. Even though students try to understand the material given by the teacher, they also really like to actively involve themselves when discussing with groups to give their opinions.

And the last conclusion from the results of the percentage table of indicators 14-16 about Trust is negative. According to the students, online learning provides a new experience and every day they have to improve the way of learning and teaching, on the other hand, they believe that with offline classes their grades are higher than what they get from online classes.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides the conclusion related to the study and also suggestions. The conclusion of the study was drawn based on the results and the discussion on the gained to answer the research questions.

5.1 Conclusion

Based on the research findings and discussion in the previous chapter, the following are the conclusions of this study which were were taken based on the result of related research to answer the research question in this study. Regarding the result of the research analysis and the discussion, it could be conducted that university students' perception towards online learning at the fifth semester of English Language Education Study Program of FKIP UIR was categorized Positive. It can be seen from the students' responses to the lecturers, which is very positive, the teachers are very easy to reach and very responsive to the positive feedback fiber to their students and are willing to provide relevant learning resources. In online classes, students are very active especially during their group discussions with the enthusiasm to exchange information and knowledge and they better understand how to optimize and use technology properly and appropriately. Fully online learning class provides a new experience for students but this does not prevent them from being more active in understanding the material taught independently at home and students feel that the grades they get are higher and gain more knowledge.

5.2 Suggestion

From the research, there were several suggestions followed and resulted in the following suggestions:

1. For the institution

The researcher hopes that the results of the study will give valuable experience in conducting research on university students' perception towards online learning at the Fifth Semester of English Language Education Study Program of FKIP UIR. Then another researcher can continue to explore important information for their research and pay attention to the state of the students' perception about online learning so that the teaching and learning process remains in an active and effective area.

2. For the Lecturer

Regarding the results of university students' perceptions of online learning. The researcher proposes that an encouraging environment be created in English courses to improve the quality of online learning. A lecturer can continue to encourage students to be active in discussions by exposing them to various ways to improve their knowledge of English language skills and motivation to learn. In addition, the increase in the use of technology by maximizing the use of learning applications so it can help students to increase their motivation and enthusiasm for learning from home.

3. For Student

Students are expected to be more active in online classes. Participate in online course forums to help you better understand course material and engage with your classmates. This might involve commenting on a classmate's paper

on a discussion board or posting a question about a project you're working on. Read what other students and your teacher are saying, and if you have questions, ask for clarification. Building relationships with other students as your colleagues can be a valuable resource when preparing for exams or asking for feedback on assignments. Don't be afraid to turn to them to create virtual study groups.

4. For the Researcher

This research can be developed for further research and provide an online learning experience. Covering a wide area of research and hopefully, there will be many more scientists who continue this research. The researcher hopes that future researchers can use this research as relevant research.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE

AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

Directions:

- Fill in the questionnaire below according to your order.
- Every answer is correct, so you should not hesitate to answer to every statement.
- Fill in each stating statement by putting a checklist ($\sqrt{}$) in one of the columns in accordance with the following conditions:
 - 1. Strongly Agree (SA)
 - 2. Agree (A)
 - 3. Uncertainty (U)
 - 4. Disagree (D)
 - 5. Strongly Disagree (SD)

No.	Statement	5	4	3	2	1
	Responses	SA	A	U	D	SD
	Instructor Characteristics (IC)					
1.	Instructors should be friendly and					
	approachable					
	Instruktur harus ramah dan mudah					
	didekati					
2.	Instructors should encourage					
	student interactions					
	Instruktur harus mendorong					
	interaksi siswa					
3.	Instructors should provide					
	sufficient learning resources online					
	Instruktur harus menyediakan					
	sumber belajar yang memadai					
	secara online					
4.	Instructors should solve emerging					
	problems efficiently					

	Instruktur harus memecahkan		1	
	masalah yang muncul secara			
	efisien			
5.	Instructors should provide fast			
	feedbacks to requires in the			
	discussion forum			
	Instruktur harus memberikan			
	umpan balik yang cepat untuk			
	kebutuhan di forum diskusi			
	Social Presence (SP)			
6.	Online learning would help me to			
	use the internet sources more			
	efficiently			
	Kelas online ini akan membantu			
	saya menggunakan sumber internet			
	dengan lebih efisien			
7.	I think sharing knowledge through			
	online discussions is a good idea			
	Saya pikir berbagi pengetahuan			
	melalui diskusi online adalah ide			
	yang bagus			
8.	Online discussion enables students			
	to exchange ideas and comments			
	Diskusi online memungkinkan			
	siswa untuk bertukar ide dan			
	komentar			
9.	I would benefit from using			
	interactive applications			
	Saya akan mendapat manfaat dari			
	menggunakan aplikasi interaktif			
			l	

10.	Browsing classmates' works would			
	help to improve the quality of my			
	own work			
	Melihat tugas teman sekelas akan			
	membantu meningkatkan kualitas			
	tugas saya sendiri			
	Instructional Design (ID)			
11.	I differentiate between difficult and			
	easier types of course content and			
	study them differently			
	Saya membedakan antara jenis			
	materi pelajaran yang sulit dan			
	lebih mudah dan mempelajarinya			
	secara berbeda			
12.	I like to involve myself actively in			
	group discussion			
	Saya suka melibatkan diri secara			
	aktif dalam diskusi kelompok			
13.	Understanding the subject matter			
	of this course is very important to			
	me			
	Memahami materi pelajaran			
	sangat penting bagi saya			
	Trust (TR)			
14.	Online couses should provide a			
	better learning experience than			
	traditional courses			
	Pembelajaran online harus			
	memberikan pengalaman belajar			
	yang lebih baik daripada			
	1			

	pembelajaran tatap muka			
15.	I believe that I can earn better			
	grade in an online course than in a			
	traditional courses			
	Saya percaya bahwa saya dapat			
	memperoleh nilai yang lebih baik			
	dalam pembelajaran online			
	daripada pembelajaran tatap muka			
16.	Students learn more in online			
	courses than they learn in			
	traditional courses			
	Siswa belajar lebih banyak dalam			
	pembelajaran online daripada			
	yang mereka pelajari di			
	pembelajaran tatap muka			

Adopted by (Nassoura, 2020)

APPENDIX 2

THE ANSWER SHEET

"AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR"

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34 5 4 3 3	32	4	4	4	3	4	2	3	4	3	4	3	3	4	5	4	2
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	34	5	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4
26 5 5 5 5 5 5 2 4 4 2 4 4 4 4 4	35	5	5	4	5	5	4	4	4	4	2	3	4	4	4	3	3
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APPENDIX 3

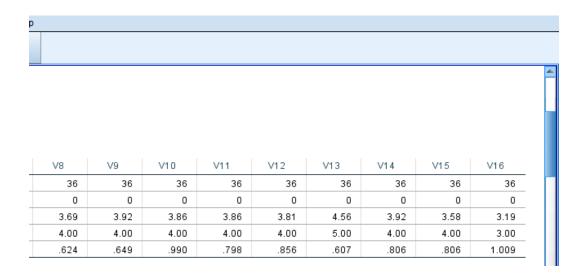
DISPLAY ON SPSS 26.0



Frequencies

[DataSetl]

							Statistics				
		V1	V2	V3	V4	V5	V6	V7			
Ν	Valid	36	36	36	36	36	36	36			
	Missing	0	0	0	0	0	0	0			
Mean		4.56	4.50	4.50	4.31	4.36	4.00	3.81			
Media	in	5.00	5.00	5.00	4.00	4.00	4.00	4.00			
Std. D	eviation	.607	.561	.609	.786	.683	.676	.786			



Frequency Table

۷1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	12	33.3	33.3	38.9
	5	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

V2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	2.8	2.8	2.8
	4	16	44.4	44.4	47.2
	5	19	52.8	52.8	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	14	38.9	38.9	44.4
	5	20	55.6	55.6	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.8	2.8	2.8
	3	4	11.1	11.1	13.9
	4	14	38.9	38.9	52.8
	5	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	11.1	11.1	11.1
	4	15	41.7	41.7	52.8
	5	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2.8	2.8	2.8
	3	5	13.9	13.9	16.7
	4	23	63.9	63.9	80.6
	5	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	15	41.7	41.7	41.7
	4	13	36.1	36.1	77.8
	5	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

V8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	38.9	38.9	38.9
	4	19	52.8	52.8	91.7
	5	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	25.0	25.0	25.0
	4	21	58.3	58.3	83.3
	5	6	16.7	16.7	100.0
	Total	36	100.0	100.0	

V10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	11.1	11.1	11.1
	3	8	22.2	22.2	33.3
	4	13	36.1	36.1	69.4
	5	11	30.6	30.6	100.0
	Total	36	100.0	100.0	

V11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.6	5.6	5.6
	3	8	22.2	22.2	27.8
	4	19	52.8	52.8	80.6
	5	7	19.4	19.4	100.0
	Total	36	100.0	100.0	

V12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.6	5.6	5.6
	3	11	30.6	30.6	36.1
	4	15	41.7	41.7	77.8
	5	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

V13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	12	33.3	33.3	38.9
	5	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

V14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.6	5.6	5.6
	3	7	19.4	19.4	25.0
	4	19	52.8	52.8	77.8
	5	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

V15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	8.3	8.3	8.3
	3	13	36.1	36.1	44.4
	4	16	44.4	44.4	88.9
	5	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

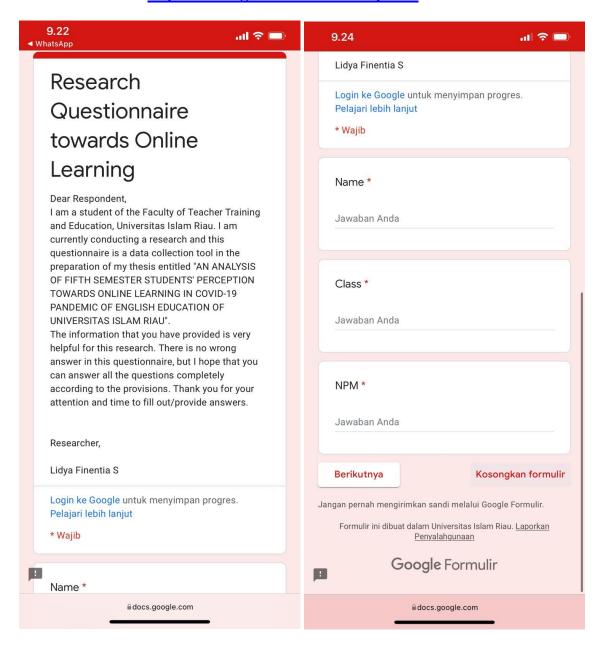
V16

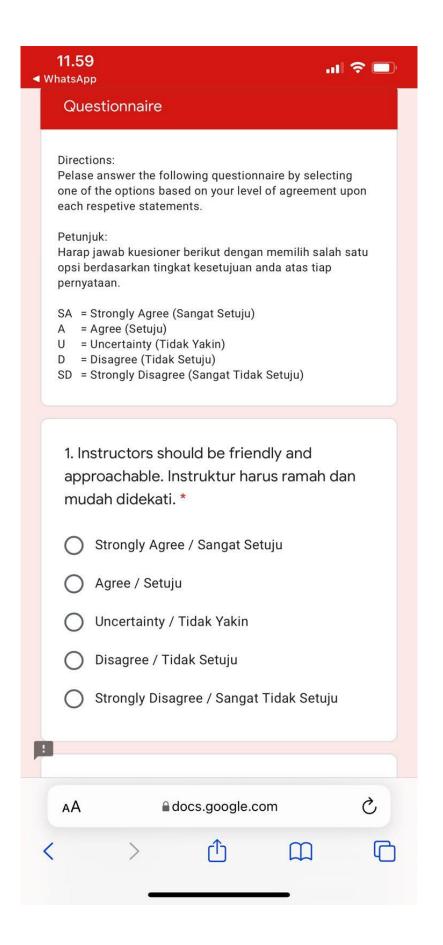
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.8	2.8	2.8
	2	7	19.4	19.4	22.2
	3	17	47.2	47.2	69.4
	4	6	16.7	16.7	86.1
	5	5	13.9	13.9	100.0
	Total	36	100.0	100.0	

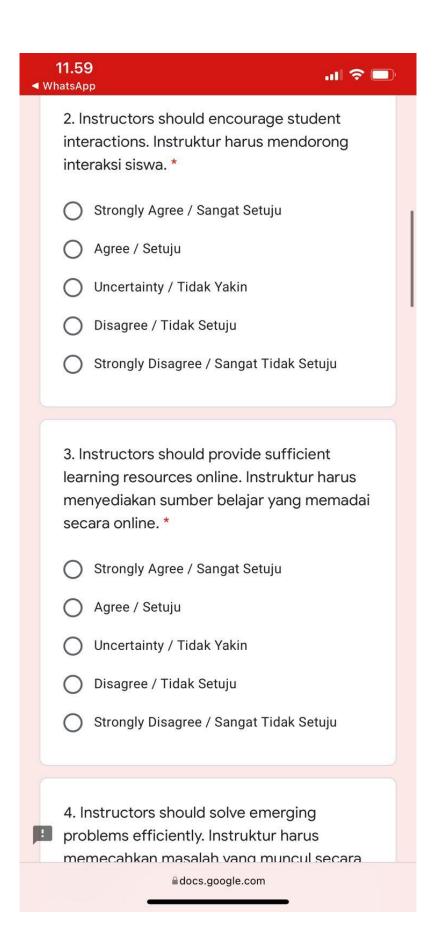
APPENDIX 4

DISPLAY ON GOOGLE FORM

Link: https://forms.gle/eSuowS6AxLYbpDiS9

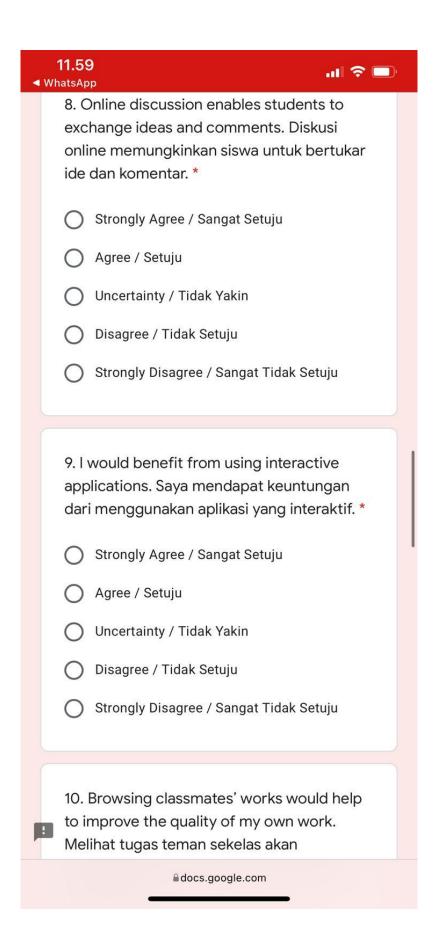




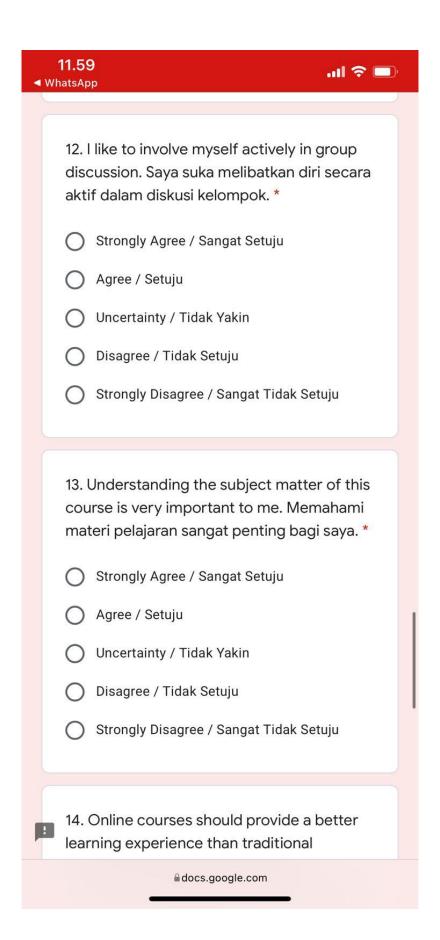


	11.59 natsApp	
	4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *	
	Strongly Agree / Sangat Setuju	
	Agree / Setuju	
	Uncertainty / Tidak Yakin	
	O Disagree / Tidak Setuju	
	Strongly Disagree / Sangat Tidak Setuju	ı
	5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin Disagree / Tidak Setuju Strongly Disagree / Sangat Tidak Setuju	
P	6. Online learning would help me to use the internet sources more efficiently. Kelas	
	adocs.google.com	

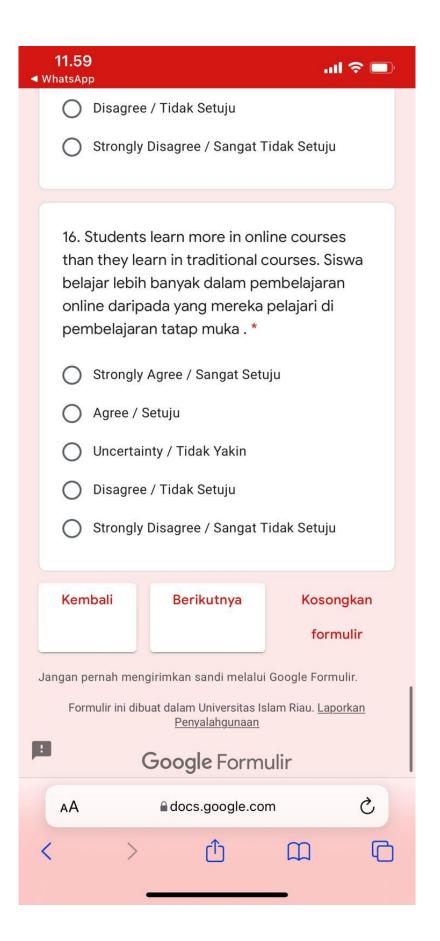
⊿ V	11.59 WhatsApp	
	6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *	
	Strongly Agree / Sangat Setuju	
	Agree / Setuju	
	Uncertainty / Tidak Yakin	
	O Disagree / Tidak Setuju	
	Strongly Disagree / Sangat Tidak Setuju	
	7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *	•
	Strongly Agree / Sangat Setuju	
	Agree / Setuju	
	O Uncertainty / Tidak Yakin	
	O Disagree / Tidak Setuju	
	Strongly Disagree / Sangat Tidak Setuju	
1	8. Online discussion enables students to	
	adocs.google.com	



•	11.59 WhatsApp	
	10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *	
	Strongly Agree / Sangat Setuju	
	Agree / Setuju	
	Uncertainty / Tidak Yakin	
	O Disagree / Tidak Setuju	
	Strongly Disagree / Sangat Tidak Setuju	
	11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *	
	Strongly Agree / Sangat Setuju	
	Agree / Setuju	
	Uncertainty / Tidak Yakin	
	O Disagree / Tidak Setuju	
	Strongly Disagree / Sangat Tidak Setuju	
	docs.google.com	



4	11.59 WhatsApp
	14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
	Strongly Agree / Sangat Setuju
	Agree / Setuju
	Uncertainty / Tidak Yakin
	O Disagree / Tidak Setuju
	Strongly Disagree / Sangat Tidak Setuju
	15. I believe that I can earn better grade in an online course than in a traditional courses. Saya percaya bahwa saya dapat memperoleh nilai yang lebih baik dalam pembelajaran online daripada pembelajaran tatap muka. * O Strongly Agree / Sangat Setuju Agree / Setuju
	Uncertainty / Tidak Yakin
	O Disagree / Tidak Setuju
	Strongly Disagree / Sangat Tidak Setuju
	⊕docs.google.com



Dear Respondent,

I am a student of the Faculty of Teacher Training and Education, Universitas Islam Riau. I am currently conducting a research and this questionnaire is a data collection tool in the preparation of my thesis entitled "AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH EDUCATION OF UNIVERSITAS ISLAM RIAU".

The information that you have provided is very helpful for this research. There is no wrong answer in this questionnaire, but I hope that you can answer all the questions completely according to the provisions. Thank you for your attention and time to fill out/provide answers.

Researcher,
Lidya Finentia S
Name *
M. Iqbal
Class *
5A
NPM *
196310651
Questionnaire

Directions:

Pelase answer the following questionnaire by selecting one of the options based on your level of agreement upon each respetive statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan anda atas tiap pernyataan.

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Uncertainty (Tidak Yakin)

- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

1. Instructors should be friendly and approachable. Instruktur harus ramah dan mudah didekati. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
2. Instructors should encourage student interactions. Instruktur harus mendorong interaksi siswa. *
siswa. *
siswa. * Strongly Agree / Sangat Setuju

Strongly Disagree / Sangat Tidak Setuju

3. Instructors should provide sufficient learning resources online. Instruktur harus menyediakan sumber belajar yang memadai secara online. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
8. Online discussion enables students to exchange ideas and comments. Diskusi online memungkinkan siswa untuk bertukar ide dan komentar. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

9. I would benefit from using interactive applications. Saya mendapat keuntungan dari menggunakan aplikasi yang interaktif. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *
Strongly Agree / Sangat Setuju
Agree / Setuju Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
12. I like to involve myself actively in group discussion. Saya suka melibatkan diri secara aktif dalam diskusi kelompok. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

13. Understanding the subject matter of this course is very important to me. Memahami materi pelajaran sangat penting bagi saya. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

15. I believe that I can earn better grade in an online course than in a traditional courses. Saya percaya bahwa saya dapat memperoleh nilai yang lebih baik dalam pembelajaran online daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
16. Students learn more in online courses than they learn in traditional courses. Siswa belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

THANK YOU

Thank you for your participation in completing this questionnaire. Sorry due to the current pandemic, we cannot interact directly and the only way to collect data is with this google forms. There are times when we can meet face to face at another time.

Terima kasih atas partisipasi anda atas kerjasamanya untuk mengisi kuesioner ini. Maaf dikarenakan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengmpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Lidya Finentia S.

Formulir ini dibuat dalam Universitas Islam Riau.

Dear Respondent,

I am a student of the Faculty of Teacher Training and Education, Universitas Islam Riau. I am currently conducting a research and this questionnaire is a data collection tool in the preparation of my thesis entitled "AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH EDUCATION OF UNIVERSITAS ISLAM RIAU".

The information that you have provided is very helpful for this research. There is no wrong answer in this questionnaire, but I hope that you can answer all the questions completely according to the provisions. Thank you for your attention and time to fill out/provide answers.

Researcher,
Lidya Finentia S
Name *
Aisyah Ardianingsih
Class *
5 A
NPM *
196310097
15001005/

Questionnaire

Directions:

Pelase answer the following questionnaire by selecting one of the options based on your level of agreement upon each respetive statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan anda atas tiap pernyataan.

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

J = Uncertainty (Tidak Yakin)

- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

	structors should be friendly and approachable. Instruktur harus ramah dan mudah ekati. *
•	Strongly Agree / Sangat Setuju
0	Agree / Setuju
0	Uncertainty / Tidak Yakin
\bigcirc	Disagree / Tidak Setuju
\bigcirc	Strongly Disagree / Sangat Tidak Setuju

- 2. Instructors should encourage student interactions. Instruktur harus mendorong interaksi siswa. *
- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Ouncertainty / Tidak Yakin
- Oisagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju

3. Instructors should provide sufficient learning resources online. Instruktur harus menyediakan sumber belajar yang memadai secara online. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
O Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				
4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
O Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				
5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
O Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				

6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *			
Strongly Agree / Sangat Setuju			
Agree / Setuju			
Uncertainty / Tidak Yakin			
O Disagree / Tidak Setuju			
Strongly Disagree / Sangat Tidak Setuju			
7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *			
Strongly Agree / Sangat Setuju			
Agree / Setuju			
Uncertainty / Tidak Yakin			
O Disagree / Tidak Setuju			
Strongly Disagree / Sangat Tidak Setuju			
8. Online discussion enables students to exchange ideas and comments. Diskusi online memungkinkan siswa untuk bertukar ide dan komentar. *			
Strongly Agree / Sangat Setuju			
Agree / Setuju			
Uncertainty / Tidak Yakin			
O Disagree / Tidak Setuju			
Strongly Disagree / Sangat Tidak Setuju			

9. I would benefit from using interactive applications. Saya mendapat keuntungan dari menggunakan aplikasi yang interaktif. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *
Strongly Agree / Sangat Setuju
Agree / Setuju Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
12. I like to involve myself actively in group discussion. Saya suka melibatkan diri secara aktif dalam diskusi kelompok. *
Strongly Agree / Sangat Setuju
Strongly Agree / Sangat Setuju Agree / Setuju
Agree / Setuju

13. Understanding the subject matter of this course is very important to me. Memahami materi pelajaran sangat penting bagi saya. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

S	5. I believe that I can earn better grade in an online course than in a traditional courses. Saya percaya bahwa saya dapat memperoleh nilai yang lebih baik dalam pembelajaran online daripada pembelajaran tatap muka. *	
(Strongly Agree / Sangat Setuju	
(Agree / Setuju	
(Uncertainty / Tidak Yakin	
(Disagree / Tidak Setuju	
(Strongly Disagree / Sangat Tidak Setuju	
b	6. Students learn more in online courses than they learn in traditional courses. Siswa pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *	
b	pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di	
b	pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *	
b	pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju	
b	pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju	
b	pelajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin	

THANK YOU

Thank you for your participation in completing this questionnaire. Sorry due to the current pandemic, we cannot interact directly and the only way to collect data is with this google forms. There are times when we can meet face to face at another time.

Terima kasih atas partisipasi anda atas kerjasamanya untuk mengisi kuesioner ini. Maaf dikarenakan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengmpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Lidya Finentia S.

Formulir ini dibuat dalam Universitas Islam Riau.

Dear Respondent,

I am a student of the Faculty of Teacher Training and Education, Universitas Islam Riau. I am currently conducting a research and this questionnaire is a data collection tool in the preparation of my thesis entitled "AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH EDUCATION OF UNIVERSITAS ISLAM RIAU".

The information that you have provided is very helpful for this research. There is no wrong answer in this questionnaire, but I hope that you can answer all the questions completely according to the provisions. Thank you for your attention and time to fill out/provide answers.

Researcher,			
Lidya Finentia S			
Name *			
Name			
Ade Ramadhan	 	 	
Class *			
5A	 	 	
NPM *			
196310439			
Questionnaire			

Questionnaire

Directions:

Pelase answer the following questionnaire by selecting one of the options based on your level of agreement upon each respetive statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan anda atas tiap pernyataan.

SA = Strongly Agree (Sangat Setuju)

= Agree (Setuju)

= Uncertainty (Tidak Yakin)

- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

1. Instructors should be friendly and approachable. Instruktur harus ramah dan mudah
didekati. *

- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Ouncertainty / Tidak Yakin
- Disagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju
- 2. Instructors should encourage student interactions. Instruktur harus mendorong interaksi siswa. *
- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Uncertainty / Tidak Yakin
- Oisagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju

3. Instructors should provide sufficient learning resources online. Instruktur harus menyediakan sumber belajar yang memadai secara online. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				
7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
O Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				
8. Online discussion enables students to exchange ideas and comments. Diskusi online memungkinkan siswa untuk bertukar ide dan komentar. *				
Strongly Agree / Sangat Setuju				
Agree / Setuju				
Uncertainty / Tidak Yakin				
Disagree / Tidak Setuju				
Strongly Disagree / Sangat Tidak Setuju				

9. I would benefit from using interactive applications. Saya mendapat keuntungan dari menggunakan aplikasi yang interaktif. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *
 Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju 12. I like to involve myself actively in group discussion. Saya suka melibatkan diri secara aktif dalam diskusi kelompok. *
 Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

13. Understanding the subject matter of this course is very important to me. Memahami materi pelajaran sangat penting bagi saya. *
Strongly Agree / Sangat Setuju Agree / Setuju
 Uncertainty / Tidak Yakin Disagree / Tidak Setuju Strongly Disagree / Sangat Tidak Setuju
14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

15. I believe that I can earn better grade in an online course than in a traditional courses. Saya percaya bahwa saya dapat memperoleh nilai yang lebih baik dalam pembelajaran online daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
16. Students learn more in online courses than they learn in traditional courses. Siswa belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

THANK YOU

Thank you for your participation in completing this questionnaire. Sorry due to the current pandemic, we cannot interact directly and the only way to collect data is with this google forms. There are times when we can meet face to face at another time.

Terima kasih atas partisipasi anda atas kerjasamanya untuk mengisi kuesioner ini. Maaf dikarenakan pandemi saat ini, kita tidak dapat berinteraksi secara langsung dan satu-satunya jalan untuk mengmpulkan data adalah dengan google forms ini. Ada kalanya kita bisa bertemu secara langsung di lain waktu.

Salam hangat, Lidya Finentia S.

Formulir ini dibuat dalam Universitas Islam Riau.

Dear Respondent,

I am a student of the Faculty of Teacher Training and Education, Universitas Islam Riau. I am currently conducting a research and this questionnaire is a data collection tool in the preparation of my thesis entitled "AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH EDUCATION OF UNIVERSITAS ISLAM RIAU".

The information that you have provided is very helpful for this research. There is no wrong answer in this questionnaire, but I hope that you can answer all the questions completely according to the provisions. Thank you for your attention and time to fill out/provide answers.

Researcher,			
Lidya Finentia S			
Name *			
Jeki rismana	 	 	
Class *			
5A	 	 	
NPM *			
186311032	 	 	

Questionnaire

Directions:

Pelase answer the following questionnaire by selecting one of the options based on your level of agreement upon each respetive statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan anda atas tiap pernyataan.

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Uncertainty (Tidak Yakin)

- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

 Instructors should be friendly and approach 	nable. Instruktur harus ramah dan mudah
didekati. *	

- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Uncertainty / Tidak Yakin
- Disagree / Tidak Setuju
- O Strongly Disagree / Sangat Tidak Setuju
- 2. Instructors should encourage student interactions. Instruktur harus mendorong interaksi siswa. *
- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Uncertainty / Tidak Yakin
- Oisagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju

3. Instructors should provide sufficient learning resources online. Instruktur harus menyediakan sumber belajar yang memadai secara online. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
8. Online discussion enables students to exchange ideas and comments. Diskusi online memungkinkan siswa untuk bertukar ide dan komentar. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

9. I would benefit from using interactive applications. Saya mendapat keuntungan dari menggunakan aplikasi yang interaktif. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
12. I like to involve myself actively in group discussion. Saya suka melibatkan diri secara aktif
dalam diskusi kelompok. *
dalam diskusi kelompok. *
dalam diskusi kelompok. * Strongly Agree / Sangat Setuju
dalam diskusi kelompok. * Strongly Agree / Sangat Setuju Agree / Setuju
 dalam diskusi kelompok. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

13. Understanding the subject matter of this course is very important to me. Memahami materi pelajaran sangat penting bagi saya. *
 Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin Disagree / Tidak Setuju Strongly Disagree / Sangat Tidak Setuju
14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
 Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin Disagree / Tidak Setuju Strongly Disagree / Sangat Tidak Setuju

15. I believe that I can earn better grade in an online course than in a traditional courses. Saya percaya bahwa saya dapat memperoleh nilai yang lebih baik dalam pembelajaran online daripada pembelajaran tatap muka. *	
Strongly Agree / Sangat Setuju	
Agree / Setuju	
Uncertainty / Tidak Yakin	
Disagree / Tidak Setuju	
Strongly Disagree / Sangat Tidak Setuju	
16. Students learn more in online courses than they learn in traditional courses. Siswa belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *	
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di	
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . *	
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju	
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju	
belajar lebih banyak dalam pembelajaran online daripada yang mereka pelajari di pembelajaran tatap muka . * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin	

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Salam hangat, Lidya Finentia S.

Formulir ini dibuat dalam Universitas Islam Riau.

Research Questionnaire towards Online Learning

Dear Respondent,

I am a student of the Faculty of Teacher Training and Education, Universitas Islam Riau. I am currently conducting a research and this questionnaire is a data collection tool in the preparation of my thesis entitled "AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH EDUCATION OF UNIVERSITAS ISLAM RIAU".

The information that you have provided is very helpful for this research. There is no wrong answer in this questionnaire, but I hope that you can answer all the questions completely according to the provisions. Thank you for your attention and time to fill out/provide answers.

Researcher,
Lidya Finentia S
Name *
Muhammad Fadhil
Class *
5A
NPM *
216313001

Questionnaire

Directions:

Pelase answer the following questionnaire by selecting one of the options based on your level of agreement upon each respetive statements.

Petunjuk:

Harap jawab kuesioner berikut dengan memilih salah satu opsi berdasarkan tingkat kesetujuan anda atas tiap pernyataan.

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Uncertainty (Tidak Yakin)

- D = Disagree (Tidak Setuju)
- SD = Strongly Disagree (Sangat Tidak Setuju)

1.	. Instruct	tors s	hould	be fr	iendly	and	appro	achab	le. Ins	struktu	r harus	ramah	ı dan	mudah
d	lidekati. ¹	*												

- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Uncertainty / Tidak Yakin
- Disagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju
- 2. Instructors should encourage student interactions. Instruktur harus mendorong interaksi siswa. *
- Strongly Agree / Sangat Setuju
- Agree / Setuju
- Ouncertainty / Tidak Yakin
- Oisagree / Tidak Setuju
- Strongly Disagree / Sangat Tidak Setuju

3. Instructors should provide sufficient learning resources online. Instruktur harus menyediakan sumber belajar yang memadai secara online. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
4. Instructors should solve emerging problems efficiently. Instruktur harus memecahkan masalah yang muncul secara efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
5. Instructors should provide fast feedbacks to requires in the discussion forum. Instruktur harus memberikan umpan balik yang cepat pada saat diskusi. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

6. Online learning would help me to use the internet sources more efficiently. Kelas online ini akan membantu saya menggunakan sumber internet dengan lebih efisien. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
7. I think sharing knowledge through online discussions is a good idea. Saya pikir berbagi pengetahuan melalui diskusi online adalah ide yang bagus. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
8. Online discussion enables students to exchange ideas and comments. Diskusi online memungkinkan siswa untuk bertukar ide dan komentar. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

9. I would benefit from using interactive applications. Saya mendapat keuntungan dari menggunakan aplikasi yang interaktif. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
Oisagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
10. Browsing classmates' works would help to improve the quality of my own work. Melihat tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. *
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju
tugas teman sekelas akan membantu meningkatkan kualitas tugas saya sendiri. * Strongly Agree / Sangat Setuju Agree / Setuju Uncertainty / Tidak Yakin

11. I differentiate between difficult and easier types of course content and study them differently. Saya membedakan antara jenis materi pelajaran yang sulit dan lebih mudah kemudian mempelajarinya secara berbeda. *
Strongly Agree / Sangat SetujuAgree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
12. I like to involve myself actively in group discussion. Saya suka melibatkan diri secara aktif dalam diskusi kelompok. *
Strongly Agree / Sangat Setuju
Agree / Setuju
O Uncertainty / Tidak Yakin
Oncertainty / Flaux Fakin
Disagree / Tidak Setuju

13. Understanding the subject matter of this course is very important to me. Memahami materi pelajaran sangat penting bagi saya. *
Strongly Agree / Sangat Setuju
Agree / Setuju Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju
14. Online courses should provide a better learning experience than traditional courses. Pembelajaran online harus memberikan pengalaman belajar yang lebih baik daripada pembelajaran tatap muka. *
Strongly Agree / Sangat Setuju
Agree / Setuju
Uncertainty / Tidak Yakin
O Disagree / Tidak Setuju
Strongly Disagree / Sangat Tidak Setuju

THANK YOU

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Salam hangat, Lidya Finentia S.

Formulir ini dibuat dalam Universitas Islam Riau.



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



F.A. 4.11

Alamat : Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284 Telp. +62 761 674674 Fax. +62 761 674834 Email : edufac.fklp@uir.ac.ld Website : www.ulr.ac.ld

BERITA ACARA UJIAN SKRIPSI

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 27 bulan Januari Tahun 2022 Nomor :0082/Kpts/2022 maka pada hari Kamis Tanggal 27 bulan Januari tahun 2022 telah diselenggarakan Ujian Skripsi program Studi Pendidikan **Bahasa Inggris** dan Yudicium atas nama mahasiswa berikut ini :

1. Nama

: Lidya Finentia S.

2. NPM

: 17 631 0107

3. Judul Skripsi

: An Analysis of Fith Semester Students' Perception

Towards Online Learning in COVID-19 Pandemic of

English Language Education of FKIP UIR.

4. Waktu Ujian

: 14.00 - 15.00

5. Tempat Pelaksanaan Ujian

: Zoom Meeting

Dengan Keputusan Hasil Ujian Skripsi Lulus */Lulus Dengan Perbaikan*/Tidak Lulus Nilai Ujian

Nilai Ujian Angka = . US....

Nilai Huruf = ...A -.

Tim Penguji Skripsi

No.	Nama	Jabatan	Tanda Tangan
1.	Arimuliani Ahmad, S.Pd., M.Pd.	Ketua	1.
2.	Yulianto, S.Pd., M.Pd.	Anggota	111
3.	Sri Wahyuni, S.Pd., M.Pd	Anggota	3{///

AS ISMengetahui

Pekanbaru, 27 Januari 2022 Panitia Ujian

Ketua,

Dr. Mj. Sri Amnah, S.Pd., M.Si. HP. 1970 10071998 032002

NIDN, 0007107005

Sertifikasi: 13110100601134

Muhammad Ilyas, S.Pd., M.Pd NIDN. 1021068802

SURAT KEPUTUSAN DEKAN FKIP UNIVERSITAS ISLAM RIAU

Nomor: 1582 /FKIP-UIR/Kpts/2021

Tentang: Penunjukan Pembimbing I dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP UNIVERSITAS ISLAM RIAU

- Menimbang: 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
 - 2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

- Mengingat: 1. Undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional.
 - 2. Undang-undang nomor 12 tahun 2012 tentang pendidikan tinggi.
 - 3. Peraturan pemerintah nomor 19 tahun 2005 tentang standar nasional pendidikan tinggi.
 - 4. Surat Keputusan menteri pendidikan nasional:
 - a. Nomor 339/U/1994 tentang ketentuan pokok penyelenggaraan perguruan tinggi.
 - b. Nomor 224/U/1995 tentang badan akreditasi nasional perguruan tinggi.
 - Nomor 232/U/2000 tentang pedoman kurikulum pendidikan tinggi dan penilaian hasil belajar Mahasiswa.
 - d. Nomor 124/U/2001 tentang pedoman pengawasan, pengendalian, dan pembinaan program studi perguruan tinggi.
 - Nomor 045/U/2002 tentang kurikulum inti pendidikan tinggi.
 - 5. Surat Keputusan pimpinan YLPI Riau nomor 66/Kep/YLPI-II/1976 tentang peraturan dasar Universitas Islam Riau.
 - 6. Surat Keputusan Rektor Universitas Islam Riau nomor. 112/UIR/Kpts/2016 tentang pengangkatan Dekan FKIP Universitas Islam Riau tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan: 1. Menunjuk nama-nama tersebut dibawah ini sebagai pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Arimuliani Ahmad, S.Pd., M.Pd.	Lektor - Penata/ III/c	Pembimbing Utama
2.			Pembimbing Pendamping

Nama Mahasiswa	Lidya Finentia S.
NPM	176310107
Program Studi	Pendidikan Bahasa Inggris
Judul Skripsi	An Analysis of Fifth Semester Students' Perception towards Online Learning in Covid-19 Pandemic of English Education of Universitas Islam Riau.

- Tugas-tugas pembimbing berpedoman kepada ketentuan yang berlaku.
- 3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
- 4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
- 5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan

: Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

LMU PENDIONIP 1970 10071998 032002 NION. 0007107005

anggal

: 12 November 2021

Sri Amnah, S.Pd., M.Si.

Tembusan disampaikan kepada:

1. Yth. Rektor UIR Pekanbaru

2. Yth. Kepala Biro Keuangan UIR Pekanbaru

3. Yth. Ketua Program Studi Pendidikan Bahasa Inggris FKIP UIR Pekanbaru

4.Pertinggal..

UNIVERSITAS ISLAM RIAU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

RERITA	ACARA	SEMINAR	PROPOSAL
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Nama Mahasiswa	:	Lidya Finentia S
NIM	:	170310107
Hari / Tanggal Seminar	:	Kamis / 21 Oktober 2021
Pembimbing Utama	:	Arimuliani Ahmad, S.Pd., M.Pd
Judul Proposal Penelitian		
Pandemic of English Education of University	itas Is	eption towards Online Learning in COVID-19 slam Riau.
	NDA	SI HASIL SEMINAR
1. Judul yang diterima	_ :	Disetujui/ Direvisi/ dirubah judul baru
2. Identifikasi Masalah 3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah Jelas/ Kurang Jelas/ Dirubah-
2. IdantiGhari Maralah	1.	Jolas/Kurana Jolas/Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah-
4. Tujuan Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	1	Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian		Jelus/ Ivertaing Jelus/ Dirubun
	1:	Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
	:	Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	- : - : - :	Jelas/ Kurang Jelas/ Dirubah Jelas/ Kurang Jelas/ Dirubah
	:	Jelas/ Kurang Jelas/ Dirubah Jelas/ Kurang Jelas/ Dirubah Jelas/ Kurang Jelas/ Dirubah Jelas/ Kurang Jelas/ Dirubah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Arimuliani Ahmad, S.Pd., M.Pd	Pembimbing Utama	1.
Yulianto, S.Pd., M.Pd.	Anggota	(1) 2
Sri Wahyuni, S.Pd., M.Pd.	Anggota	3

Wakil Dekan Bidang Akademik

Dr. Miranti Eka Putri., M.Ed.

NIDN. 1005068201

Muhammad Ilyas, S.Pd., M.Pd.



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU UNIVERSITAS ISLAM RIAU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

F.A.3.07

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia - Kode Pos: 28284

Telp. +62 761674674.Fax. +62 761674834 Website: www.uir.ac.id Email: info@uir.ac.id

FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertanda t	angan di hawah ini:	
Nama	· LIDYA FINAMIA S	
NPM	. 1763(0107	
Tempat/ Tgl Lahir	. PEKANBARU/ 26 APRIL 1999	
Alamat	. JL KARYA INDAH HO.SO	
No. Telp/Hp	. 0853 5609 3239	
No. Telp/rip		
Bermaksud mengaju	kan judul skripsi sebagai beriku	t:
Judul I	: AH AHALYSIS OF SLANG WO	ORD BY INDONESIAN
	TWITTER USER	The state of the s
Judul II	: AH AHALYSIS OF FOURTH SEMEST	ER STUBBLTS' PERCEPTION TOWARDS ONLINE LEA
	IN COULD -19 PANDEMIC OF ENGL	SH EDUCATOR OF LINIUESITAS ISLAM RIAU
Judul III	:	
A		•
		Pekanbaru, 18 - c9-2020
Menyetujui,		Mahasiswa yang mengajukan
Ketua Prodi Pendidil	an Bahasa Inggris	Waliasiswa yang mengajakan
Kelua Prod Pendidir	All Dallasa Higgils	(hate
1	A	
Muhammad Ilyas, S.	<u>Pd.) M.Pd.</u>	LIDYA FINENTIA S
NIDN 1021068802		NPM 176310107
	Mengetahui,	
	Wakil dekan bidang ak	ademik
	H /	
	(14)	
	00	
	Dra. Hj. Tity Hastuti,	
	NIP 1959110919870	32002
Usulan Pembimbing:		A S
Dombimbing (Ditent	ukan oleh Kaprodi): ARIMULIANI	AHMAD, S.Pd., M.Pd.
Catatan apabila judul	belum disetuiui:	
Catatan apaona judu	beidin disciujul.	

Pertimbangan Utama Ka. Prodi dalam menetapkan Pembimbing:

- 1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkautan
- 2. Kepakaran Dosen sesuai Rumpun Ilmu
- 3. Pemerataan Distribusi Pembimbing



NIVERSITAS ISLAM RIAU FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284 Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fklp@uir.ac.id Website: www.ulr.ac.id

Pekanbaru, 12 November 2021

Nomor: 2105 /E-UIR/27-Fk/2021

: Izin riset Hal

Kepada Yth. Bapak Gubernur Riau C/q Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Di-

Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Bersama ini datang menghadap Bapak/Ibu Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama

: Lidya Finentia S.

Nomor Pokok Mahasiswa : 176310107

No. Handphone

: 085356093239

Fakultas

: Keguruan dan Ilmu Pendidikan

Program Studi

: Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul "An Analysis of Fifth Semester Students' Perception towards Online Learning in Covid-19 Pandemic of English Education of Universitas Islam Riau".

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada Mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam

Sri Amnah, S.Pd., M.Si.

NIP: 1970 10071998 032002

IDN. 0007107005



PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**

Email: dpmptsp@riau.go.id

REKOMENDASI

Nomor: 503/DPMPTSP/NON IZIN-RISET/45291 TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari: **Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor: 2105/E-UIR/27-Fk/2021 Tanggal 12 November 2021**, dengan ini memberikan rekomendasi kepada:

1. Nama : LIDYA FINENTIA S.

2. NIM / KTP : 176310107

3. Program Studi : BAHASA INGGRIS

4. Jenjang : S1

5. Alamat : PEKANBARU

6. Judul Penelitian : AN ANALYSIS OF FIFTH SEMESTER STUDENTS' PERCEPTION

TOWARDS ONLINE LEARNING IN COVID-19 PANDEMIC OF ENGLISH

LANGUAGE EDUCATION OF FKIP UIR

7. Lokasi Penelitian : UNIVERSITAS ISLAM RIAU (UIR)

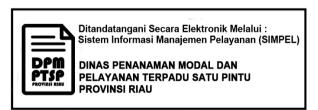
Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

- 2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- 3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru Pada Tanggal : 17 Februari 2022



Tembusan:

Disampaikan Kepada Yth:

- 1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- 2. Rektor Universitas Islam Riau di Pekanbaru
- 3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
- 4. Yang Bersangkutan



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR SEMESTER GANJIL TA 2021/2022

NPM

: 176310107

Nama Mahasiswa

: LIDYA FINENTIA S

Dosen Pembimbing

: 1. ARIMULIANI AHMAD S.Pd., M.Pd.

2. ARIMULIANI AHMAD S.Pd., M.Pd.

Prógram Studi

: PENDIDIKAN BAHASA INGGRIS

Judul Tugas Akhir

: Analisis Persepsi Mahasiswa Semester V terhadap Pembelajaran Online di Masa Pandemi Covid-19 Pendidikan Dahasa Inggris UIR

Judul Tugas Akhir (Bahasa Inggris) — : An Analysis of Fifth Semester Sudents' Perception towards Online Learning in Covid-19 Pandemic of English Language Educatoin of FKIP UIR

Lembar Ke

: 1 (Satu)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	5 th March 2021	Discussed about the title	The advisor asked to revise the title of the research	^
2	15th March 2021	ACC Title	The advisor approve the title of the research	\wedge
3	4 th May 2021	Revised Chapter I,II,III	The advisor ask to complete the background and indicators	$\dot{\lambda}$
4	3 rd July 2021	Approved the Proposal	The advisor approved the proposal	<u></u>
5	5 th November 2021	Revision After Seminar Proposal	The advisor suggest to continue the research	>
6	14 th Januari 2022	Thesis Consultation	The advisor seuggest to retype and added abstarct	^
7	19 th Januari 2022	Thesis Approval	The advisor approved the thesis	\wedge
8	31st Januari 2022	Thesis Examination	Join the Thesis Examination	A





S.Pd., M.Ed)

Catatan :

- 1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbingditerbitkan
- 2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
- 3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
- 4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
- 5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
- 6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Alamat: Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia - Kode Pos: 28284 Telp. +62 761 674674 FaXI. +62 761 674834 Website: www.uir.ac.id Email: edufac.fkip@uir.ac.id

SURAT KETERANGAN BEBAS PLAGIAT

Nomor: 148/SKBP -PBIng-FKIP/UIR/I/2022

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau menerangkan bahwa:

Nama	1:	Lidya Finentia S
NPM	1:	176310107
Program Studi	1:	Pendidikan Bahasa Inggris (S1)
Judul Skripsi	:	An Analysis of Fifth Semester Students' Perception Towards Online Learning in COVID-19 Pandemic of English Language Education of FKIP UIR

Dinyatakan sudah memenuhi syarat batas maksimal plagiasi kurang dari 30% pada skripsi yang disusun. Surat keterangan ini digunakan sebagai prasyarat untuk mengikuti ujian skripsi.

Pekanbaru, 25 Januari 2022 Ketua Program Studi

Muhammad Wyas, S.Pd., M.Pd NIDN 1021868802



Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama

: LIDYA FINENTIA S

Tempat/Tgl.Lahir

: PEKANBARU / 26 April 1999

NPM

: 176310107

Fakultas

: Fakultas Keguruan Dan Ilmu Pendidikan

Program Studi

: Pendidikan Bahasa Inggris

Jenjang Pendidikan

: Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	К	КМ
BS12005	BAHASA INDONESIA / INDONESIAN LANGUAGE	B+	3.33	2	6.66
IG13002	BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR	B+	3.33	3	9.99
IG3004	BASIC READING / BASIC READING	Α-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING / INTERPRETATIVE LISTENING	В	3	3	9
BS12001	LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION	Α	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM / ISLAMIC EDUCATION	В	3	2	6
BS12007	PENDIDIKAN PANCASILA / PANCASILA EDUCATION	Α-	3.67	2	7,34
IG13001	PRONOUNCIATION PRACTICE / PRONUNCIATION PRACTICE	В	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION	A-	3.67	3	11.01
1G23010	ACADEMIC LISTENING / ACADEMIC LISTENING	В	. 3	3	9
BS22002	AL ISLAM 1 (FIKIH IBADAH) / AL ISLAM 1 (FIQIH IBADAH)	В	3	2	6
1G23012	BELAJAR DAN PEMBELAJARAN / TEACHING AND LEARNING ENGLISH	A-	3.67	3	11.01
1G22009	EXTENSIVE READING / EXTENSIVE READING	B+	3,33	2	6,66
BS22004	ILMU KEALAMAN / NATURAL SCIENCES	В	3	2	6
IG23007	INTERMEDIATE GRAMMAR / INTERMEDIATE GRAMMAR	B+	3.33	3	9.99
1G23006	PARAGRAPH WRITING / PARAGRAPH WRITING	A-	3.67	3	11.01
BS12008	PENDIDIKAN KEWARGANEGARAAN / CITIZENSHIP	A-	3.67	2	7.34
IG22008	SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES	A-	3.67	2	7.34
IG22011	VOCABULARY IN CONTEXT / VOCABULARY IN CONTEXT	Α	4	2	8
IG33016	ACADEMIC READING / ACADEMIC READING	Α.	_ 1	3	12
IG33013	ADVANCED GRAMMAR / ADVANCED GRAMMAR	B+	3.33	3	9,99
BS32005	AL ISLAM 2 (FIKIH MU`AMALAT) / AL ISLAM 2 (FIKIH MU'AMALAT)	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY	Α.	4	2	8
IG23012	ESSAY WRITTING / ESSAY WRITTING	A	4	3	12
IG32018	INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM	Α .	. 4	2	8
IG32017	INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS	A-	3.67	2	7,34
BS32006	KURIKULUM DAN PEMBELAJARAN / CURRICULUM AND LEARNING	A-	3.67	2	7.34
IG32019	SECOND LANGUAGE ACQUISTION / SECOND LANGUAGE ACQUISTION	A	4	2	8
IG33014	SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING	A	4	3	12
IG43023	ACADEMIC WRITING / ACADEMIC WRITING	B+	3.5	3	10.5
BS42007	AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) / AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	В	3	2	6
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING / ASSESMENT IN ENGLISH LANGUAGE TEACHING	A	4	2	8
IG42031	BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE	Α.	4	2	8

		IPK		3.62	
		Jumlah		154	557.28
BS86016	THESIS / THESIS	A-	3.75	6	22,5
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS / SEMINAR OF ENGLISH EDUCATION	A-	3.75	2	7.5
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) / EDUCATION FIELD AND PRACTICE	A	4	4	16
IG63047	TRANSLATION / TRANSLATION	B+	3,5	3	10.5
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS / THEORY AND PRACTICE MICRO TEACHING OF EDUCATION	Α-	3,75	3	11,25
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) / TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	A	4	2	8
FK63012	STATISTIK PENDIDIKAN / EDUCATIONAL STATISTICS	A	4	3	12
IG62048	SOCIOLINGNISTICS / SOCIOLINGUISTICS	B+	3.5	2	7
IG62046	PSYCHOLINGUISTICS / PSYCHOLINGUISTICS	_ ^	4	2	8
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS / RESEARCH ON LANGUAGE TEACHING	A-	3.75	3	11.25
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN / ENTREPRENEURSHIP EDUCATION	A	4	2	8
IG62045	ENGLISH FOR SPECIFIC PURPOSE / ENGLISH FOR SPECIFIC PURPOSE	A	4	2	8
BS62014	BIMBINGAN DAN KONSELING / GUIDANCE AND COUNSELING	A-	3.75	2	7,5
IG53042	TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB, PEND, BHS, INGG / STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH	A-	3.75	3	11,25
IG52034	SEMANTICS / SEMANTICS	C+	2,5	2	5
IG52041	MEDIA PEMB, DAN TIK PEND, BHS, INGG / TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	A	4	2	8
IG52036	LINGUISTICS AND LITERARY RESEARCH / LINGUISTICS AND LITERARY RESEARCH	C	2	2	4
IG52032	INTRODUCTION TO LITERATURE / INTRODUCTION TO LITERATURE	A	4	2	8
BS52011	FILSAFAT PENDIDIKAN ISLAM / PHILOSOPHY OF ISLAMIC EDUCATION	B+	3.5	2	7
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND, BHS, INGG / EVALUATION AND LEARNING ACHIEVEMENT	A	4	3	12
IG52040	ENGLISH FOR OFFICE / ENGLISH FOR OFFICE	A-	3.75	2	7.5
IG52033	ENGL.FOR YOUNG LEARNERS / ENGL.FOR YOUNG LEARNERS	A	1	2	8
IG52037	EDITING / EDITING	A	4	2	8
IG52035	DISCOURSE ANALYSIS / DISCOURSE ANALYSIS	B+	3.5	2	7
FK42008	PENGELOLAAN PENDIDIKAN / MANAGEMENT OF EDUCATION PSIKOLOGI PENDIDIKAN / EDUCATIONAL PSYCHOLOGY	A-	3,75	2	7.5
BS42009	NEWS AND REPORT WRITING / NEWS AND REPORT WRITING	B+	3.5	2	7
IG42028		A-	3,75	2	7.5
IG42026 BS42010	ENGLISH SYNTAX / ENGLISH SYNTAX ETIKA DAN PROFESI PENDIDIKAN / ETIC AND EDUCATIONAL PROFESSION	B+	3.5	2	7
IG42024	ENGLISH MORPHOLOGY / ENGLISH MORPHOLOGY	В	3	2	6
G42025	ENGLISH MORNING ON A SHOULD HARMAN AND ANY	В	3	2	6

